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ABSTRACT

This report contains a narrative description of a project to produce a manual for use by student personnel staff to enhance the employment-related interpersonal skills of handicapped community college students. The first two sections overview the project and discuss the need for the project as reflected in the research, literature, and a project-conducted review of interpersonal skills training systems. In the third section the project design is considered. Focus is on activities leading to assembly of a draft of the training manual which was organized around four elements--micro skills, complex interactions, work related encounters, and critical situations. The fourth section briefly outlines evaluation of the manual through expert review and tryouts. Appended materials, amounting to approximately one-half of the report, include (1) A Summary of Representative Interpersonal Skill Systems; (2) critical situation survey materials; (3) table of contents of the draft manual (15 chapters), including this information: major themes and issues in the chapter; work, school, and socially related; and disability related; and (4) expert reader review forms. (Project-developed materials are appended). (YLB)

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INTERPERSONAL SKILL TRAINING TO FACILITATE THE EMPLOYMENT OF HANDICAPPED STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD AND ACKNOWLEDGEMENTS

The work described in this report represents one of the many different approaches used by the Institute to foster the career development and employment of disabled community college students. In some of our earlier efforts we focused on stimulating the development of an array of services for disabled students on two-year college campuses throughout New York State. Subsequently, we focused on enhancing the skills of those individuals who provide services to disabled students, especially as related to career counseling and job placement. With the product described in this report, we now advocate for the development of skills by disabled students which they themselves can use to remove barriers and challenge misconceptions that block their paths to employment.

The draft manual, the development of which is described in this report, still "has miles to go" before its completion. However, our accomplishments to date would not have been possible without the cooperation of a number of disabled community college students who provided material for the manual and participated in tryouts of selected portions. We are also indebted to several expert reviewers who critiqued the manual, and college staff members who served as trainers for the tryouts; they all also provided significant feedback by indicating strengths, weaknesses and making suggestions for changes. Finally, all of this work could not have been undertaken without the support and encouragement of the Bureau of Grants Administration.

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INTERPERSONAL SKILL TRAINING TO FACILITATE THE EMPLOYMENT OF HANDICAPPED STUDENTS

Overview of the Project

The project described herein is a unique curriculum development project for handicapped community college students. During the FY 79-80 project year a draft manual was produced, targeted for use by student personnel staff to enhance the employment-related interpersonal skills of handicapped community college students. This report describes the process used to produce this product. The product appears under separate cover.

Project procedures began with a review of various approaches to interpersonal skill training. For example, training systems developed for professional helpers such as counselors were considered, as well as communication systems developed by industry training in-house staff. Also included in the review were the many systems which have been designed solely for enhancing job seeking skills. The major task accomplished by these reviews was the selection of generic interpersonal skills and employment-related interpersonal skills that could be useful to handicapped community college students. The next step consisted of a review of the vocational rehabilitation placement literature, and our own past work. Following this we solicited reactions from a number of handicapped students, community college coordinators for the handicapped, and industry representatives in the metropolitan area. As a result of this entire process we identified the generic and employment related interpersonal skills that seemed to be closely related to the needs of handicapped students.

With the completion of all the reviews cited above we further refined the organizational framework of the manual, including the specific skills to be taught and the uses these skills could be put to by handicapped students. To infuse the manual with actual interpersonal problems that handicapped students encounter, the staff interviewed and surveyed disabled community college students and their counselors in order to compile a collection of critical incidents or situations that were actually encountered by handicapped students.

The foregoing project activities culminated in a draft of a 15 chapter curriculum document for students and trainers. These chapters have undergone extensive in-house review by IRDOE staff, and have been reviewed by a number of external experts. In addition, a limited tryout of portions of the manual was conducted as a prelude to producing the first year's product--a draft manual.

Why the Project was Needed

Whether or not an individual profits from a training experience or is selected for a job is often dependent upon the level of interpersonal skill that the individual possesses. Adequate performance on a job, while dependent on specific vocational skills, is often mediated by the ability of an individual to communicate and relate effectively with peers, superiors, subordinates, and consumers. Despite the importance of this dimension of work, schools have not adequately developed a systematic and sequential program for teaching interpersonal skills which are usable and helpful at the worksite or in the variety of situational contexts of daily living.

Vocationally Oriented Interpersonal Skills Needs of Handicapped College Students

The need for interpersonal skill training for all students preparing for work has most recently been reflected in two studies undertaken in New York State concerning high school graduates. In a 1978 report prepared by a Statewide Business Education Review Committee[1]--commended by the advisory subcommittee of the New York State Vocational Education Committee--a major recommendation called for business education to emphasize such broad-based skills as decision making, communication, and human relations. In a report released by the New York City Employment and Training Council (Labor Market Information Network Study) employers in 13 occupational areas were surveyed as to skills sought in entry-level job applicants. Here again, a major theme emerging

[1] Looking Towards the Future. The Statewide Business Education Review Committee. The New York State Education Department, Bureau of Business Education, Albany, New York, 1978.

from the employers surveyed was the need for skills in communication and interpersonal relations.[2] Students who were surveyed, after spending five years in their chosen field, also rated communication skills as a critical factor in entering work and in moving ahead.[3] In fact, in a follow-up of 4100 college graduates, almost all of the former students reported the need for training in communication and human relations.[4] While the implications of all of these reports for occupational education curricula and support services are apparent, they will become even more important as occupations become increasingly service oriented.

The lack of interpersonal skill training programs is of even greater consequence for handicapped students. At present, for example, there is a burgeoning awareness among community colleges that the interpersonal skills of disabled students need to be upgraded. This need is reflected locally in the data collected in a New York State Education Department supported project (College and Industry: Partners in the Handicapped Employment Role).[5] During the course of that program 35 community college

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[2] Lynton, E., Seldin, J., and Gruhin, S. Employers' views on hiring and training: A non-statistical approach. Released by the New York City Employment and Training Council, 1979.

[3] DiSalvo, V., Larsen, D., & Seiler, W.J. Communication skills: A need as seen by organizational and businessmen in their first five years on the job. Paper presented at the meeting of the International Communication Association, Chicago. April, 1974.

[4] Bisconti, A.S., and Solomon, L.C. College education and the job: The graduate's viewpoint. Bethlehem, Penn: The College Placement Council Foundation, 1976.

[5] Katz, D., and Flugman, B. College and industry: Partners in the handicapped employment role (CIPHER II) (Report No. CASE 25-77). New York: CASE Institute for Research and Development in Occupational Education, CUNY 1976. (The rank order data is on file in connection with this project.)

specialists in the areas of placement and counseling who work with the disabled were asked to rank order a list of activities or areas of focus with reference to promoting the employment of the disabled. The specific question asked was, "To increase the employability of disabled community college students, which activities should the community college stress?" The response to this question produced the following rankings:

Rank	Activity
1	Career counseling
2	Interpersonal skills
3	Academic achievement
4	Pre-graduation work experiences
5	Job search skills
6	Interview taking
7	Developing personal contacts with business
8	Resume preparation
9	Personal grooming
10	Job fairs on campus

As can be seen, "interpersonal skills" ranks second. Though this group of college personnel have thus acknowledged the importance of communication and human relations training, they have not been able to develop and/or implement a systematic interpersonal training program for handicapped students.

Handicapped students themselves encounter many negatively charge interpersonal situations in their day-to-day activities in school, or on the job, or while seeking part or full-time employment. The potential for a disabled person to interact successfully with an ablebodied individual is almost always influenced by the fact that the public generally holds negative attitudes toward those who are disabled.

Positive interactions between disabled people and the ablebodied which could transform negative attitudes are further complicated by the special obstacles handicapped people face in developing communication skills. These obstacles oftentimes result from the limited opportunities to develop these skills that are imposed by the environment. Therefore, in addition to ongoing efforts to change attitudes of the public, it would be useful to help handicapped people directly to improve their interpersonal skills.

In fact, after conducting a major review of the literature on attitudinal impediments to interaction between ablebodied and disabled individuals, Siller, a major researcher in the field, concluded that disabled individuals ought to become a primary force in influencing the immediate situations they are in. Siller noted:

> This writer believes that it is the responsibility of the people most affected--the disabled themselves--to shape their relationships with the nondisabled so as to maximize successful interactions. To this end social coping skills should be part of any rehabilitation program. Rehabilitants, as well as the professional workers, should be taught a specific repertoire of skills and strategies for handling such basic issues as curiosity about disabling conditions, offers of help, and initial interpersonal encounters.[6]

Within the past several years, there has been an accelerating trend toward reversing the negative climate for handicapped individuals. IRDOE* itself has undertaken a number of broad-based efforts to influence two-year colleges and industry with regard to the services needed and the employment potential of handicapped students. However, these efforts do not put in the hands of a disabled individual the ability to control the immediate situation he or she is in. While it has been established that the behaviors manifested by a

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[6] Siller, J., Attitudes toward disability. In H. Rusalem and Malikin, D. (Eds.), Contemporary vocational rehabilitation. New York: New York University Press, 1976, 65-80.

*Institute for Research and Development in Occupational Education, the preparers of this project.

handicapped individual can often radically change attitudes and the quality of interpersonal interactions, a 1978 ERIC literature review by IRDOE, and continuous monitoring of the literature thereafter, revealed there are no systematic programs to adapt and apply what is known about interpersonal skills training to handicapped college students.

The Potential of Interpersonal Skill Training

Interpersonal skill training systems have been applied to other than handicapped populations. Four approaches to interpersonal skills training that are illustrative of these systems originated as methods of training professionals or paraprofessionals to work with others in a helping relationship. Each system attempts to objectify the critical aspects of the helper role and in doing so defines specific skills to be learned through varying combinations of modeling, feedback, practice, and instruction. Each system has also been used to help people other than professional helpers to improve their self-expression and increase their positive social interactions. The systems are Ivey's Microcounseling,[7] Carkhuff's Systematic Human Relations Training,[8] Kagan's Interpersonal Process Recall,[9] and Danish's Helping Skills Program.[10]

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[7] Ivey, A., & Gluckstern, N. Basic attending skills: An introduction to microcounseling and helping. Amherst, Mass.: Microtraining, 1974.

[8] Carkhuff, R. The development of human relations. New York: Holt, Rinehart and Winston, Inc., 1971.

[9] Kagan, N., & Schauble, P. Affect stimulation in interpersonal process recall. Journal of Counseling Psychology, 1969, 16, 309-313.

[10] Danish, S., & D'Augelli, A. Rationale and implementation of a training program for paraprofessionals. Professional Psychology, 1978, 7, 38-46.

As part of the present project all of these systems and their use with various populations were reviewed. A summary of these interpersonal skill systems and their impact on various populations appears in Appendix A.

The interpersonal skill training systems described above and reviewed in Appendix A are representative illustrations of attempts within the human service delivery field to give "professional" skills away. It is anticipated that disabled individuals can become another consumer group to profit from this philosophy. A systematic program to promote vocationally related interpersonal skills holds the potential for impacting on one of the most frustrating problems encountered by handicapped individuals. Increasing numbers of disabled individuals who have acquired marketable skills meet silent walls of resistance in their efforts to move into mainstreamed employment. A curriculum to enhance the ability of disabled college students to interact more effectively in the negatively charge situations they encounter represents an active step in removing silent barriers and a means by which disabled individuals can increase control of their lives.

Project Design

Objectives of the Project

The ultimate goal of this project is to prepare a field-tested manual for use by student personnel staffs in training disabled students in higher-order interpersonal skills. The specific objectives related to the development of this manual involve:

- Identifying a group of generic and employment-related interpersonal skills which are behaviorally identifiable, trainable, and of value for disabled students as they engage in two-year college training programs, job seeking, and on-the-job situations.
- Developing a set of sequential occupationally related training exercises which will provide the context for practicing acquired generic interpersonal skills.
- Specifying the approaches and methods by which student personnel staff can train disabled students in generic interpersonal skills as well as the methods for their practice and use in vocational contexts.

Target Audience

The interpersonal skill package was targeted for community college level disabled students who as a group have a wide range of disabling conditions, e.g., orthopedically impaired, health impaired, emotionally disturbed, learning disabled, speech impaired, visually impaired and hearing impaired. Although some of these students have academic deficiencies, none have impairments in intellectual functioning that will impede their use of the training material.

All trainer materials were targeted at the level of an experienced human service professional with a minimum of a master's degree, and holding such professional job titles as counselor, social worker, or psychologist. Services of this kind for handicapped students are sometimes offered by these professionals through special offices or centers for students with disabilities. In other instances, such services are offered through regular campus facilities in student counseling centers, residence halls, student unions, and placement and career planning offices.

All tryouts and evaluation of material (see later sections) were conducted with sample groups of students and human service professionals for whom the manual is intended.

Assembly of the Manual

The first year of this project ended with the assembly of a draft of the training manual. To accomplish this goal the following activities were carried out.

First, a review of the major generic interpersonal skill training programs was undertaken. (See Appendix A for a summary of the representative programs.) Representative programs include the following:

a) Microcounseling (Ivey)[11]

b) Systematic Human Relations Training (Carkhuff)[12]

c) Interpersonal Process Recall (Kagan)[13]

d) Helping Skills Program (Danish)[14]

e) Life Skills (Adkins)[15]

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[11] Op. cit., Ivey.

[12] Op. cit., Carkhuff.

[13] Op. cit., Kagan.

[14] Op. cit., Danish.

[15] Adkins, W.R. Life Skills: Structured counseling for the disadvantaged. Personnel and Guidance Journal, 1970, 49, 108-116.

Since these programs train for a diverse group of skills which are applicable to a wide variety of audiences, a set of skills and appropriate methods of instructions were selected which are appropriate for people with the types of disability found in community colleges, and for various kinds of vocational situations. The skills reviewed included some of the following types of behaviors: attending, non-verbal communication, self-expression, questioning, giving advice, influencing, confronting, self-disclosing, understanding and reflecting feelings, setting realistic goals and objectives, and understanding one's personal style of relating with others.

Compilation of Critical Situations

The manual was designed to promote the development of interpersonal skills within the context of problem situations (work, school, social) that disabled students encounter. Therefore, actual situations were compiled for use in the manual through a literature review, through interviews, and through a survey of disabled community college personnel who work with disabled students at community college campuses in New York State.(see Appendix B for instruments used in this survey).

Organization of the Manual

As a result of the foregoing reviews, surveys and analyses, the manual was organized around the four following elements:

1. Micro skills--such as attending and questioning, from which more complex interactions originate.
2. Complex interactions--that make up important units of interpersonal encounters within any situational context, e.g., conversational skills, interacting in a group.

3. Work related encounters--that are important in obtaining and keeping a job, e.g., taking a job interview and dealing with authority.

4. Critical situations--peculiar to the social school and work experiences of disabled individuals, e.g., being advised a person is inappropriate for a particular job because it involves dealing with the public.

In the manual each skill area is defined, the importance of its acquisition elaborated upon, and specific methods of training for its acquisition described. The manual also includes applications of the skills to social, school, and other non-employment situations. Finally, all micro-skills, complex interactions, and work related encounters are illustrated using material drawn from the critical situations experienced by handicapped individuals in social and school settings and, most important, in the world of work.

The manual focuses on the following micro-skills, complex interactions and work related situational encounters:

Micro-Skills

Non-Verbal Attending Behavior
Listening
Asking Questions
Expressing Ideas
Expressing Feelings
Answering Questions

Complex Interactions

Formal Conversational Skills
Informal Conversational Skills
Interacting in a Group
Resolving Conflict
Giving and Receiving Feedback
Assertiveness

Work Related Situational Skills

Making Career Decisions
Interviewing
Breaking into the Work Situation
Dealing with Authority

Use of the manual by trainees will result in the acquisition of a broad array of interpersonal skills that can be used over a lifetime in situations that go well beyond those used in practice sessions. Nevertheless, since practice activities are always related to critical situations which handicapped individuals encounter, trainees will, in fact, be rehearsing responses that can be made to situations that have a high propability of occurring. The table of contents of the 15 chapter draft manual can be found in Appendix C.

Evaluation

Expert Review

The manual was reviewed by experts in interpersonal skill training and selected professionals in student personnel services. Among the seven reviewers, there were three who are disabled. (See Appendix D for instructions to reviewers.) Reviews resulted in general and specific comments and suggestions for each chapter. On the whole the manual was well received by the outside readers. Sample comments and suggestions of a general nature appear below:

- I found it to be an ambitious and solid document that will clearly be helpful to many students. I think the format is fine and I liked the many "hands-on" exercises you offer to give the participants practice. Several times you gave contrasting weak/strong examples that I found helpful in making your point. Integrating the samples from the mock interviews, etc., into the narrative was also helpful.

- In terms of the specific kinds of interpersonal skills stressed here I like the organization of the manual. It can be used as resource from which you can abstract pertinent chapters for particular skills development with students or as a sequentially based text.

- On the whole, I am very impressed with this manual. I think it is very relevant to the issues and concerns of disabled community college students. Because of the amount of material that is covered, this kind of course might have to run over a period of two semesters. It would be important to give adequate time to each chapter and to assess the level and needs of the particular group who is taking the course.

- There were a number of times when I felt more dialogues should be included to facilitate the student's understanding of the concepts presented.

- I would like to see more dialogues concerning school situations since most students have little or no work experience and can really relate to school situations. However, I also found it very helpful to have dialogues involving employment situations as well. Some additional situations that might be included could be: a) more dialogues between students and teachers, b) dialogues between students and the bursar, registrar, etc., and c) dialogues with fellow students.

- Some of the dialogues seem to be exaggerated. It might be helpful to mention that, in some cases, dialogues are exaggerated for emphasis.

- In some instances, primarily in part one, I found some of the chapters were too long. Students might not want to do all the reading that is involved.

- I liked the general format and layout of the manual, i.e., the way part I focused on communication skills and part II builds on this.

Tryouts. Limited tryouts of the manual were conducted at three community colleges and one four-year college (where entering freshmen were participants). A total of seven different chapters of the manual were used by four trainers with approximately 50 disabled students. Project staff observed each try-out sessions.

In general, both the content and suggested activities contained in the manual were found pertinent and workable during tryouts. Trainees maintained interest in both the skill and disability related content. Trainers were generally able to follow the recommended training sequence. On-site observation by the project staff resulted in significant suggestions for improving the manual. Many of those suggestions corroborated those made by external reviewers.

Products and Next Steps

As a result of the foregoing activities, a draft manual has been produced, targeted for use by student personnel staff to enhance the employment related interpersonal skills of handicapped college students. This product "Interpersonal Skill Training for the Handicapped: A Manual" appears under separate cover. In order to bring this product on line the following activities have been planned for FY 1980-81: field testing, evaluation, revision and final packaging.

Appendices

Appendix A: A Summary of Representative Interpersonal Skill Systems
Appendix B: Critical Situation Survey Materials
Appendix C: Table of Contents of the Draft Manual
Appendix D: Expert Reader Review Forms

Appendix A

A Summary of Representative Interpersonal Skill Systems

Microcounseling. Ivey's basic Microcounseling system is designed for beginning helpers and focuses on five operationally well defined training variables which are covered in 30 to 60 hours of workshops.[1] The variables are: a) attending behavior, which is measured by eye contact, body language, and verbal following; b) open invitations to talk and minimal encourages, as observed in open questions, head nods and restatements; c) paraphrasing, which is concerned only with verbal content; d) reflection of feeling, which consists of labeling emotions after attending to the affective dimensions of helpee communications; and e) the integration of the four preceding skills.

The procedure through which these skills are learned is described by Ivey as a "Do-Use-Teach" method. Each of the skills is taught separately and is introduced by reading about it in a manual. The trainees conduct a five minute interview with a volunteer helpee in order to obtain a baseline measure of behavior. This interview is videotaped for use as a reference point in final evaluations of skill development. The next step is the viewing and discussion of a videotaped model illustrating the skill. The trainees then form small groups and practice making behavioral counts of the skill to be learned. Following this, pairs of trainees practice the skill with one another; these sessions are usually videotaped. Feedback and comments follow the practice; trainees then plan ways of trying out the skills in other settings. The final practice session consists of small group presentations for the purpose of teaching the skill. Feedback and comments close each workshop.

[1] Ivey, A., & Moreland, J. Microcounseling: Innovation in interviewing training. Springfield, Ill.: Charles C. Thomas, 1971

In addition to being used in training beginning counselors, the microcounseling system has been used to train teachers, to develop interpersonal skills among college students, to prepare psychiatric patients for job interviews, to train clients in the accurate expressions of feeling prior to entering counseling, to train leadership skills in community youth programs, to facilitate marital communication, and to train executives.[2]

In a study with undergraduate residence assistants, Elsenrath, Coker, and Martinson found that microcounseling was an effective technique for increasing response delay time and decreasing the number of interruptions made by subjects during interviews.[3] Measurement of these variables was made by counts on rotissograph tapes obtained from audiotaped interviews. These skills in turn increased interviewee verbalizations. Earlier Frankel (1971) observed that introductory psychology students could focus more frequently, though not more accurately, on role-played counselee feelings after participating in a modeling-feedback program.[4] The results were measured by a variety of scales including Ivey's Response to Feeling and Counselor Effectiveness Scales. In a microcounseling study by Koba and Zimpfer adolescents classified as independent and dependent were successfully trained to use open-ended comments when a videotape model was perceived as having high status.[5] The results were obtained on the Open-Ended Comments Rating Scale.

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[2] Ibid.

[3] Elsenrath, D., Coker, D., & Martinson, W. Microteaching interviewing skills. Journal of Counseling Psychology, 1972, 19, 150-155.

[4] Frankel, M. Effects of videotape modeling and self-confrontation techniques on microcounseling behavior. Journal of Counseling Psychology, 1971, 18, 465-471.

[5] Kloba, J., & Zimpfer, D. Status and independence as variables in microcounseling training of adolescents. Journal of Counseling Psychology, 1976, 23, 458-463.

In an adaptation of microcounseling, Higgins, Ivey, and Uhlemann trained college student couples to use more direct mutual communication skills after repeated practice with videotape and feedback.[6] Both judges' ratings, as assessed on Kagan's Affective Sensitivity Scale, and self-evaluations, measured by Ivey's Counselor Effectiveness Scale, were used. Ivey's study using media therapy on psychiatric patients indicated that the acquisition of specific listening skills and self-selected behaviors reduced the threatening appearance of patients and increased their ability to move through therapy.[7] Goshko used a similar method with fifth grade students to produce changes in behavior of their choice.[8] The students tended to select negative behaviors to eliminate rather than seek to establish new positive attributes.

Systematic Human Relations Training. Carkhuff's Systematic Human Relations Training was initially developed for somewhat more advanced helper trainees and tends to stress training variables that are less specifically defined than the microcounseling skills.[9] Carkhuff's system first posited three counseling skills, but has since grown to include six. The first was accurate empathy, the major component of the system, and is described as sensibility to feelings of the other (e.g., the helpee) and the verbal facility to communicate this understanding. The

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[6] Higgins, W., Ivey, A., Uhlemann, M. Media therapy: A programmed approach to teaching behavioral skills. Journal of Counseling Psychology, 1970, 17, 20-26.

[7] Ivey, A. Media therapy: Educational change planning for psychiatric patients. Journal of counseling Psychology, 1973, 20, 338-343.

[8] Goshko, R. Self-determined behavior change. Personnel & Guidance Journal, 1973, 51, 629-632.

[9] Carkhuff, R. Anthony, W. The Skills of Helping, Amherst Mass.: HRD Press, 1979.

second component was non-possessive warmth and refers to the acceptance of a helpee's experience as part of that person without imposing conditions. This term was later dropped and the concept seems to be subsumed under the label of "respect." The third original skill was genuineness and consists in showing only real aspects of oneself as opposed to defensive or professional posturing. The next four helper variables were developed later when the system was used more for paraprofessional training. They are: a) concreteness, which enables the other person to know you care and believe in his ability, b) respect, the kind of responding that allows a person to know you care and believe in his ability, c) confrontation, which requires saying what is heard as the listening process goes on, and d) immediacy, which is the ability to understand what is going on between the helper and the helpee.

The procedure through which these skills are acquired has been broken down into a 100-hour program for classroom training and includes numerous exercises that lead to increased levels of competence. The basic procedure, however, consists of two parts, discrimination of skills and skill practice. In the first part trainees read about the concepts. Then they listen to audiotapes of individual and group counseling sessions. Following this, they receive copies of Carkhuff's Scales which offer explicit examples of each of the skill behaviors and are asked to rate the tapes on these scales. In the practice phase of training they have an opportunity to make responses in a role playing situation for each of the skills, initially by responding to tapes of helpees and then by pairing off to role play helper and helpee. Sessions are audiotaped and brought back to the group for supervision and feedback.

In addition to the research done on Carkhuff's system in training professional and paraprofessional helping personnel, some work has been done using the system to improve the interpersonal relationships in psychiatric patients and in parents of emotionally disturbed children. Pierce and Drasgow studied male psychiatric patients and found that interpersonal functioning improved in the areas of empathy, regard, genuineness, and concreteness following participation in a modified Carkhuff program.[10] Their training involved an emphasis on behavioral shaping techniques as well. Improvement was observed in rankings in the appropriate Carkhuff Scales and, in addition, patients were rated as more helpful in subsequent group therapy sessions. Carkhuff and Bierman found improvement in the levels of communication in response to helpee expressions with parents of disturbed children after training.[11] However, although this improvement, as measured on Carkhuff's scales, was observed between the parents, there was no generalization of skills in a play situation with their children. The parents, nevertheless, saw themselves as improved in the latter. Carkhuff suggested that training needed to be situationally specific in order to be effective.

Uhlemann, Lea, and Stone also did a study with psychology students who had low scores on Carkhuff's Communication Index.[12] Using

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[10] Pierce, R., & Drasgow, J. Teaching facilitative interpersonal functioning to psychiatric inpatients. Journal of Counseling Psychology, 1976, 23, 458-463.

[11] Carkhuff, R., & Bierman, R. Training as a preferred mode of treatment of parents of emotionally disturbed children. Journal of Counseling Psychology, 1970, 17, 157-161.

[12] Uhlemann, M., Lea, G., & Stone, G. Effects of instructions and modeling on trainees low in interpersonal-communication skills. Journal of Counseling Psychology, 1976, 23, 509-513.

prerecorded videotapes of Carkhuff's model they found that ability to reflect the feelings of others improved as a result of the instructional component of the system and that empathic communication increased with the use of combined modeling and instruction techniques. Measures were taken on Carkhuff's Empathic Understanding Scale and on an adaptation of Ivey's materials on reflection of feeling responses.

Interpersonal Process Recall. Kagan's Interpersonal Process Recall System, which also began as a counselor training technique, was easily adapted as a helpee oriented procedure.[13]

Originally, the procedure consisted of two stages: a) the counselor-client interview is videotaped; and b) a second counselor, or interrogator, conducts a playback of the interview, in which either the client or counselor stops the videotape to discuss client-recalled feelings. The system was modified to include the following stimulus clip procedure: 1) the client is shown a videotape of an emotional situation directed toward the viewer; the emotions include hostility, affection, and fear of both; 2) the client's reactions to the tape are videotaped; and 3) client and counselor discuss the client's reactions and their implications during feedback.

Using the stimulus clip procedure, four training variables are arranged in a progression. First, clients recognize their own discomfort as manifested in observable behavior such as squirming. Next the client makes a commitment to change, based on the client's own evaluation of those observed reactions. Third, the client learns to perceive more emotional cues in order to better identify the differentiate emotions and reactions. Finally, the client behaves differently both in the counseling situation and other contexts.

[13]Kagan, N. Interpersonal Process Recall: A Method of Influencing Human Interaction, 1976, memeographed, 404 p.p.

Using the stimulus clip method, Archer and Kagan found that student counselors working with other students increased their empathy and interpersonal communications skills more than students in an encounter group method.[14] Several instruments were utilized in the assessment and included Kagan's Affective Sensitivity Scale, the Personal Orientation Inventory, and the Barrett-Lennard Relationship Inventory (a peer evaluation).

Helper Skills Program. Danish's Helping Skills Program designed for training paraprofessionals in relationship building skills specifies six training variables.[15] The first is understanding the need to be a helper and includes an examination of the basis for deciding to help in terms of personal needs. The second is training in the use of nonverbal behavior such as face and head movements, body orientation, and verbal quality. Third and fourth are the use of effective verbal behavior and self-involving behavior. Both involve training in response modes that incorporate the term "empathy" and emphasize skills in the areas of questioning, advice giving, confrontation, and self-disclosure. The fifth area is understanding other people's communication and stresses the structure rather than the accuracy of trainee verbal responses. The sixth skill is called establishing effective helping relationships, and is an integration of the previous components with more emphasis on accuracy as well as structure.

---

[14] Archer, J., & Kagan, N. Teaching interpersonal relationship skills on campus: A pyramid approach. Journal of Counseling Psychology, 1973, 20, 535-540.

[15] Danish, S. Helping Skills: A Basic Training Program, New York, Human Science Press, 1977.

The training of these skills can be done in a 25 hour program using the following sequence: a) the skill is defined in behavioral terms; b) the rationale for the skill is discussed; c) skill attainment level is specified; d) models demonstrate effective and ineffective examples of the skill; e) supervised practice of the skills occurs; f) homework is assigned to assist the generalization process; and g) evaluations are used in the form of behavioral checklists, peer and trainer feedback.

This system has been used primarily with professional and para-professional human service trainees including counselors, psychologists, teachers, crisis center personnel, nurses, physicians, dentists, lawyers, and police. Hodgson also tried to use the system with depressed people.[16]

Danish suggests a three step method of evaluating the success of training procedures. To test for discrimination of helper responses, trainees should listen to a helper-helpee tape recording and identify the helper response. To assess discrete performance ability, the trainee should write out responses to a prerecorded tape of helpee statements. For overall performance, the trainee should be rated during an actual helping situation interview both by an observer and through an audiotape. Danish's unpublished "Helping Skills Verbal Response Scale" is suggested for these ratings and focuses on the structural rather than the therapeutic qualities of responses.

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16 Hodgson, J.W. Interpersonal skills training in the modification of depressive states: A theoretical and methodological inquiry, Unpublished master's thesis, Pennsylvania State University, 1974.

Appendix B

Critical Situation Survey Materials

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

February 5, 1980

Dear Colleague:

We often come to you for your assistance in developing materials or in planning statewide activities for the handicapped. Most recently you acted as a liaison person in the evaluation of a manual: CAREER COUNSELING AND JOB PLACEMENT OF DISABLED STUDENTS AT TWO-YEAR COLLEGES: A GUIDE. Your contributions in that project were greatly appreciated.

Once again we are asking you and the handicapped students you work with to give us a little of your time and thinking. Currently we are preparing materials to help handicapped community college students enhance the communication and other skills which are necessary to interact successfully with others in school and work situations. It is important that we include actual examples in which handicapped students interacted with others.

We need your help. Time restrictions make it impossible to conduct personal interviews. Yet, in order to present realistic situations, we must include anecdotal material. To solve the problem, we have designed the enclosed questionnaires. The first questionnaire is for you to complete; the second group of questionnaires are for the students. Each question asks you or the student to describe a specific incident in which a handicapped student interacted with another person. It is important that each answer be as detailed as possible. The answer should include:

- When and where the incident occurred
- How the situation began
- Who participated in the situation
- What each person said or did
- How the situation was resolved

Please be as specific as possible.

To make the collection of information easier, students who have difficulty writing should be encouraged to tape record their answers. If you will mail the tape to us, we will be glad to send you a replacement tape.

We would appreciate it if you would ask as many students as possible to complete the questionnaire. Naturally, this is a voluntary activity. If you elect to participate, please return the completed questionnaires by February 28, 1980. Please return them to:

Dr. Della DeKay
Graduate School and University Center
CASE-IRDOE
33 West 42 Street - Room 1439
New York, N. Y. 10036

Thank you.

Sincerely,

David Katz, Ph.D. Bert Flugman, Ph.D. Leo Goldman, Ph.D.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
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Please be as specific as possible.

To make the collection of information easier, students who have difficulty writing should be encouraged to tape record their answers. If you will mail the tape to us, we will be glad to send you a replacement tape.

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Dr. Della DeKay
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33 West 42 Street - Room 1439
New York, N. Y. 10036

Thank you.

Sincerely,

David Katz, Ph.D. Bert Flugman, Ph.D. Leo Goldman, Ph.D.

INSTRUCTIONS

Below are eight questions which describe how handicapped students might feel in a specific situation. There are no right or wrong answers. Please answer each question in as much detail as possible and give a specific example. Feel free to write on the back of the page when necessary.

1. Many students feel uneasy when they discuss their disability with people they have just met. Have you ever dealt with a student who felt this way when he or she met new people? If so, please describe a specific situation when the student was uneasy about meeting new people and the actions that the student took in this situation.

2. Some handicapped students ask teachers to accommodate their classes to meet their special needs.

   A) Have you ever known a student who asked a teacher to do this? What special classroom arrangements did this student ask the teacher to make and how did the student act?

   B) Have you ever known a teacher who refused to accommodate classes to meet a handicapped student's needs? How did the student react in that case?

3. Some handicapped students find it difficult to ask others to do things for them. Have you ever dealt with a handicapped student who was reluctant to ask for help? If so, describe what caused the student to be reluctant and how the student acted in that situation.

4. Sometimes handicapped students feel that their parents are overly involved in their lives. Have you ever had a student who thought his/her parents were behaving this way? If so, describe a situation in which a student felt this way and how he/she reacted to it.

5. Sometimes handicapped students do not express strong feelings (like anger or love). Have you ever been in a situation where you knew a handicapped student had strong feelings without the student saying anything? How did the student show the feelings and act in the situation?

6. Many students feel that their handicap causes problems when applying for a job. Have you ever had a student whose handicap caused a problem in applying for a job? If so, describe a specific problem which the student's handicap caused at a job interview, how the student felt, and what he/she did to resolve a problem.

7. Many students feel that their handicap could cause problems at work. Have you ever dealt with a student who thought his/her handicap caused difficulties on a job? If so, describe a specific problem which was caused by a student's handicap, how the student felt and the actions he/she took to solve the problem.

8. Some non-handicapped students change their normal pattern of interacting when talking to a handicapped person. Have you ever had a student who did this? If so, describe exactly what the non-handicapped person did and how the handicapped student reacted to him/her.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

February 5, 1980

Dear Student:

Currently we are gathering materials to help handicapped community college students enhance the skills which are necessary to interact successfully with others in school and work situations. To make sure our materials are useful to you, it is important that we include actual situations in which you have interacted with other people.

We need your help. Time restrictions make it impossible to conduct a personal interview with you. Yet, in order to present realistic situations, we must include anecdotal material. To solve the problem, we have designed the attached questionnaire. Each question asks you to describe a specific incident in which you interacted with another person. It is important that each answer be as detailed as possible. The answer should include:

- Where and when the incident occurred
- How the situation began
- Who participated in the situation
- What each person said or did
- How the situation was resolved

Please be as specific as possible.

If you have difficulty writing, please tape your answers. Naturally, this is a voluntary activity. If you decide to participate, please complete the questionnaire and return it to your campus representative as soon as possible.

Thank you.

Sincerely,

Della DeKay

Della DeKay, Ed.D.
Project Associate

DD:gfd
Enclosure

INSTRUCTIONS

Below are six questions which may describe how you felt in specific situations. There are no right or wrong answers. Please answer each question in as much detail as possible and give a specific example. Feel free to write on the back of the page when necessary. Thank you.

1. Many people feel uneasy when they discuss their disability with people they have just met. Have you ever felt this way when meeting new people? If so, please describe a specific situation when you were uneasy about meeting new people and the actions that you took in this situation.

2. Sometimes people are reluctant to tell others that they don't want to do something. Have you ever been reluctant to tell someone that you didn't want to do something? If so, please describe a specific situation and how you reacted.

3. Many people have trouble expressing their feelings to other people. Have you ever had difficulty expressing your feelings to other people? If so, describe a specific situation where you felt this way and how you reacted.

4. People react in many different ways when a professor criticizes their work. Have you ever had your work criticized by a professor? If so, describe how you felt and how you reacted to the criticism.

5. Some teachers try to accommodate their classes to meet the needs of handicapped students. Have you ever had a teacher who tried to do this? What special classroom arrangements did this teacher make? What part did you play in requesting and arranging the accommodation?

6. Many people feel that their disability causes problems at work. Have you ever had a job in which your handicap caused difficulties? If so, describe a specific problem which arose because of your handicap, how you felt, and the actions you took to solve the problem.

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[For use by trainer with students]

Work, School, and Socially Related:

- o Using non-verbal behavior in a stress situation--a job interview
- o Using non-verbal behavior during a performance evaluation

Disability Related:

- o Understanding the non-verbal reactions of individuals to disabled persons
- o Using non-verbal behaviors to help a non-disabled person relax

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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School, and Socially Related:

- o Preparing a business report under pressure
- o Being annoyed by a co-worker
- o Recognizing how people change messages which are sent to them
- o Projecting your thoughts on others
- o Being told by an authority to engage in certain activities

(cont.)

Disability Related:

- o How handicapped people project negative perceptions of handicap onto non-handicapped and how these projections destort listening.
- o How passive listening behaviors affect the ability of disabled individuals to deal with authority (or deal with the demands that authority figures impose on them).

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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School, and Socially Related:

- o Not asking questions during a job interview
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- o Being fearful of not doing your job as well as your predecessor

Disability Related:

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- o Projecting a negative self-image of yourself before you meet someone
- o Disagreeing with a supervisor in an inappropriate way

Disability Related:

- o Disabled individuals devaluing their life experiences. Feelings of inferiority held by disabled individuals.
- o Explaining your disability and your needs
- o Assumptions made about traits of handicapped people based on their actions or non-actions

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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School, and Socially Related:

- o Explaining your feelings to a co-worker who holds different feelings
- o Blaming inappropriate causes for not being promoted
- o Telling someone that they are annoying you

Disability Related:

- o Assumptions about the emotional life of disabled individuals made by non-handicapped people
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[For use by trainer with students]

Work, School, and Socially Related:

- o Asking for a change in assignment or task
- o Answering "special questions" that are asked of handicapped individuals when they want to be independent
- o Answering questions during a job interview which are overly personal or illegal

Disability Related:

- o The legal rights of disabled people to accessible school and work situations
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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

- o Having a conversation at work
- o Projecting a positive self-image of yourself to others
- o Meeting new people in a business situation

Disability Related:

- o Presentation of disabilities to others
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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

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Disability Related:

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MAJOR THEMES AND ISSUES IN THIS CHAPTER
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- o Asking permission to change established proceedures
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Disability Related:

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MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

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Disability Related:

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- Suggestions for Trainer's Guide 11A
- Putting It All Together - Making a Decision 12
- Suggestions for Trainer's Guide 13A

Planning a Career Path
- Planning Your Career Path 14
- Disabled Workers: The System is Their Handicap - An Article 15
- Suggestions for Trainer's Guide 16A
- Suggestions for Trainer's Guide 18A
- Beginning Your Career Path 17
- Suggestions for Trainer's Guide 21A

In This Chapter You Have Learned 22

Suggestions for Out of Class Activities 22A

MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

- Reviewing strategies for selecting a career and planning a career path which focus on your capabilities. Using these techniques to select a career which will be personally rewarding.

Disability Related:

- Career planning when parents or well-meaning friends might discourage you from entering some fields because of your handicap. Focusing on your abilities, skills and interests, though they may stress aspects of the job which will be physically difficult for you to perform.

CHAPTER XIII

Interviewing Confidently

This Chapter Contains 1

Deaf Management Intern Breaks New Ground of HEW - An Article 2

Special Problems and Issues Confronted by Disabled Job Interviewees 5
- o Suggestions for Trainer's Guide 5A

Interviewing
- o Interviewing 6

Preparation for The Interview in Advance
- o Strategy One: Before the Interview: Think About You Experiences in Relation to the Job 7
- o Suggestions for Trainer's Guide 13A
- o Strategy Two: Before the Interview: Know the Company 14
- o Freguently Asked Questions 16
- o Suggestions for Trainer's Guide 17A

Confident Interviewing
- o Strategy Four: During the Interview: Interview Confidently 18
- o Suggestions for Trainer's Guide 21A

Assessing the Interview
- o Strategy Five: Assess The Interview 22
- o Suggestions for Trainer's Guide 23A

In This Chapter You Have Learned 24

Suggestions for Out of Class Activities 24A

MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

- o Strategies which you can use to interview more confidently.

Disability Related:

- o Demonstrating that you are as well qualified for the job as non-handicapped applicants. Discussing possible job or structural modifications which might have to be made to accommodate a disability.

CHAPTER XIV

Breaking Into The Work Situation

This Chapter Contains 1

A Victim of Narrow-Mindedness - An Article 2
- o Suggestions for Trainer's Guide 3A

Issues Handicapped People May Have to Deal with When Breaking Into Work Situations 5
- o Suggestions for Trainer's Guide 5A
- o The Night Before 6
- o Suggestions for Trainer's Guide 7A

Projecting Yourself as a Worker
- o Strategy One: Projecting an Image as a Worker 8
- o Suggestions for Trainer's Guide 9A

Getting to Know Your Co-Workers
- o Strategy Two: Getting to Know You 10
- o Suggestions for Trainer's Guide 11A

Learning About Company Policies and Procedures
- o Strategy Three: Policies and Procedures 12
- o Suggestions for Trainer's Guide 13A

Learning About the Firm's Organizational Structure
- o Strategy Four: Organizational Structure 14
- o Suggestions for Trainer's Guide 14A

Familarizing Yourself With The Work Environment
- o Strategy Five: Familarizing Yourself With The Work Area 15

In This Chapter You Have Learned 16

MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

- o Learning techniques to increase your familiarity with the work situation as well as "breaking the ice" with your co-workers.

Disability Related:

- o Difficulties disabled individuals may encounter in breaking into work situations.
- o Dealing with the misconceptions co-workers have about handicapped individuals.

CHAPTER XV

Dealing with Authority

This Chapter Contains	1
Don't Tell Me What I CAN'T Do! - An Article	2
o Suggestions for Trainer's Guide	3A
Issues in Dealing With Authority	4
o Suggestions for Trainer's Guide	5A
o Authority Figures at Work	6
o Suggestions for Trainer's Guide	8A
o Suggestions for Trainer's Guide	12A
Following Instructions	13
o Suggestions for Trainer's Guide	14A
Responding To Negative Feedback	15
o Suggestions for Trainer's Guide	16A
In This Chapter You Have Learned	17
Suggestions for Out of Class Activities	17A

MAJOR THEMES AND ISSUES IN THIS CHAPTER
[For use by trainer with students]

Work, School and Socially Related:

- o Suggestions for analyzing authority interactions and selecting the best response to be made.

Disability Related:

- o Expecting that handicapped people often have special problems responding to authority figures e.g., assuming that handicapped workers will automatically either rebel against or comply with demands.

Appendix D

Expert Reader Review Form

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

July 1, 1980

Dear Reader,

Thanks for taking on the task of reading our manual on interpersonal skills for disabled students. The manual is designed for use by disabled community college students in sessions conducted by people with backgrounds similar to your own. Our primary goal has been to produce a product that will help in the development of generic interpersonal skills that have particular applicability for employment situations.

The manual was conceived toward the end of giving disabled individuals the means by which they can impact on their immediate interpersonal environment. While it may seem unfair to burden disabled individuals with the responsibility for dealing with the negative environments established by society, these conditions are a reality that we hope can be dealt with effectively through the skills covered in the manual. In this regard we are proceeding in a tradition which holds that "professional" interpersonal skills should be "given away", through training, to those who can make use of them.

You have in your possession a draft of the manual and a situational and thematic outline of two parts of the manual (you will shortly receive the third and last section).

Actually, you have both the trainees and trainers manual. The pages in the manual that have letters on them, e.g., 4A are the trainer's manual. Trainees (students) will eventually receive only the numbered, unlettered pages. Trainers will receive both sets of pages.

Please read and comment on all of the material (trainer and trainee). Please consider the following areas in your evaluation:

Interpersonal Skills

- What skills should be included that were ommitted?
- What sections of the manual should be upgraded or expanded?
- What skills should be deleted or downplayed?

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Interpersonal Skills

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- What sections of the manual should be upgraded or expanded?
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Situations and Dialogues

- Do you have any suggestions regarding the situations depicted or the dialogues?
- What additional situations that disabled students are likely to encounter in school or at work should be included?
- Are the dialogues realistic, "true-to-life", on target, and interesting?
- What additional situations or dialogues should we consider?
- Do we hit on the important psychological themes in terms of a disabled person's interactions with non-disabled, e.g., dependency vs. independence, outgroup status, stereotyping, etc.

Pedagogy of the Manual

- Is the material clear, at the appropriate reading and interest levels?
- Is the level of presentation on the students' wavelength, e.g., too sophisticated or not sophisticated enough?
- Will students be able to understand and react to the concepts presented?
- Is the manual sequenced appropriately?
- Can trainers carry out the suggested activities? Are the instructions clear? In general, what appears as if it will "work" and what will not?

While we would like you to consider the above areas, don't feel constrained in your comments, e.g., please indicate if any of the material might be offensive or upsetting to students.

It would be very helpful to us if your comments were written on separate blanks sheets annotated by chapter, page within the chapter and paragraph. If you have any questions or comments, please call Bert Flugman (212) 221-3532.